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ABSTRACT

This report recommends that the Neglected and Delinquent (ND) Program of the Columbus (Ohio) Public Schools, funded by the Education Consolidation and Improvement Act Chapter 1, be continued in the 1988-89 school year because the program provides a needed service to pupils in exceptional circumstances. The ND Program is designed to provide classroom and tutorial services in language development and mathematics for pupils in eligible facilities for the neglected and delinquent. During the 1987-88 school year, there was one full-time ND reading teacher at Rosemont School and 10 part-time tutors providing services in 8 other institutions. Evaluation was based on the number of pupils served and the length of that service. Major findings include the following: (1) a total of 150 pupils were served for an average of 3.5 hours of instruction per week; (2) 17 pupils were in grades 1 through 5, and 133 pupils were in grades 6 through 12; (3) average daily membership was 52.7; (4) average days of enrollment per pupil was 43.2; (5) average days of attendance per pupil was 30.2; (6) pupil mobility was very high due to varying lengths of time assigned to the institutional facilities served; (7) 45 pupils were females, and 105 were males; (8) 83 pupils were non-minority, 63 were Black, two were Hispanic, and two were Oriental; and (9) minorities composed 44.7 percent of the pupils served. Statistical data are included on two tables. A copy of the Pupil Data Form, the data collection instrument, is included in an appendix. (FMW)

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ED300503

Education Consolidation and Improvement Act - Chapter 1

FINAL EVALUATION REPORT
NEGLECTED AND DELINQUENT PROGRAM

July 1988

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Education Consolidation and Improvement Act - Chapter 1

FINAL EVALUATION REPORT
NEGLECTED AND DELINQUENT PROGRAM
1987-88

ABSTRACT

Program Description: The Neglected and Delinquent Program (ND) is designed to provide classroom and tutorial services in the areas of language development and mathematics for pupils served in Chapter 1 eligible facilities for the neglected and delinquent. During the 1987-88 school year, there was one full-time ND reading teacher at Rosemont School and 10 part-time tutors providing services in eight other institutions. In terms of full-time equivalency, the program was served by 3.4 teachers.

Time Interval: For evaluation purposes, data were collected for the period from September 28, 1987, through April 15, 1988. This interval of time provided 123 possible days for tutorial instruction. Service was also provided beyond the time period for which data were collected.

Program Objective: The purpose of the ND Program was to provide classroom and tutorial services in the areas of language development and mathematics for pupils served in Chapter 1 eligible facilities for the Neglected and Delinquent.

Evaluation Design: The evaluation design for the ND Program called for the enumeration of pupils served and the length of that service.

Major Findings: The program served a total of 150 pupils for an average of 3.5 hours of instruction per week. Of the pupils served, 17 were in grades 1 through 5, and 133 were in grades 6 through 12. The average daily membership was 52.7. The average days of enrollment per pupil was 43.2, and the average days of attendance per pupil was 30.2. There was a high degree of pupil mobility due to varying lengths of time pupils were assigned to the institutional facilities served.

Of the 150 pupils served in the program, 45 were girls and 105 were boys. In regard to ethnic origin, 83 pupils were non-minority, 63 were Black, two were Hispanic, and two were Oriental. The percent of minority pupils served was 44.7%.

Recommendation: It is recommended that the ND Program be continued in the 1988-89 school year. The program provides a needed service to pupils in exceptional circumstances.

EVALSRVCS/P505/ONDABS88
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Education Consolidation and Improvement Act - Chapter 1

FINAL EVALUATION REPORT
NEGLECTED AND DELINQUENT PROGRAM

July 1988

Program Description

The Neglected and Delinquent Program (ND) is designed to provide classroom and tutorial services in the areas of language development and mathematics for pupils served in Chapter 1 eligible facilities for the neglected and delinquent. The ND Component became a separate entity under ESEA Title I in the 1968-69 school year, at which time emphasis was placed on providing intensive service to pupils residing in institutions.

During the 1987-88 school year, there were one full time ND reading teacher at Rosemont School and 10 tutors providing services on a part-time basis to pupils in eight other institutions. In terms of full-time equivalency, the program was served by 3.4 teachers. The institutions in which services occurred were: Rosemont School, Hirsch Hall Group Home, Karl Road Group Home, Joyce Avenue Group Home, Hannah Neil Center, Hampton Group Home, King Avenue Group Home, Parenthesis Group Homes, and Youth Advocate Service.

Evaluation Objective

The program's evaluation objective was as follows:

> The tutorial program will be evaluated through the enumeration of pupils served and the length of that service.

For evaluation purposes, data were collected for the period from September 28, 1987, through April 15, 1988. This interval of time provided 123 possible days for tutorial instruction. Service was also provided beyond the time period for which data were collected.

Evaluation Design

The ND Pupil Data Form was used to collect the following pupil data: grade, sex, race, days enrolled, days attended, and hours of instruction scheduled per week. The instrument was distributed to ND tutors in the fall of 1987 for use as a pupil roster through the school year. It was collected in April and May 1988 for evaluation purposes. The instrument is found in the Appendix.

Major Findings

A total of 150 pupils in institutions was served by the ECIA Chapter 1 ND Program during the 1987-88 school year for an average of 3.5 hours of instruction per week. Of the pupils served, 17 were in grades 1 through 5, and 133 were in grades 6 through 12. Of the 133 pupils in grades 6 through 12, 28 were served by the ND reading teacher at Rosemont School, and 105 were served by tutors in the other institutions. The average daily membership in the program was 52.7. The average days of enrollment per pupil was 43.2, and the average days of attendance per pupil was 30.2. Data pertaining to enrollment and attendance are presented in Table 1.

Of the 150 pupils served in the program, 45 were girls and 105 were boys. In regard to ethnic origin, 83 pupils were non-minority, 63 were Black, two were Hispanic, and two were Oriental. The percent of minority pupils served was 44.7%. Table 2 contains data on ethnic origin of pupils served.

Pupils were served by one full-time ND reading teacher at Rosemont School and 10 tutors working on a part-time basis in eight other institutions. The reading teacher at Rosemont School served a total of 28 pupils who were enrolled in the program, with an average daily membership of 8.8. An additional 192 pupils at Rosemont School and Rosemont Receiving Center received diagnostic testing from the ND reading teacher but were not enrolled in the program. The average number of pupils served by each of the 10 tutors during the school year was 12.2, with the average number of pupils per tutor at any given time being 4.4 based on average daily membership. There was a high degree of pupil mobility due to the varying lengths of time pupils were assigned to the institutional facilities served.

Summary/Recommendations

The program provided instructional services to 150 pupils served by nine institutions for the neglected and delinquent. There was considerable turnover in pupil enrollment during the year, as is normal in ND facilities.

It is recommended that the ND Program be continued next year. The program provides a needed service to pupils in exceptional circumstances.

Table 1

Number of Pupils Served; Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week Reported by Grade Level

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hours of Instruction per Pupil per Week
1	1	0	1	117.0	117.0	1.0	2.5
2	2	0	2	79.5	79.5	1.3	2.5
3	3	0	3	74.0	74.0	1.8	1.7
4	3	0	3	43.0	43.0	1.0	2.5
5	8	0	8	69.6	69.6	4.5	2.8
6	6	0	6	69.7	50.5	3.4	3.5
7	7	2	5	32.1	24.7	1.8	2.3
8	18	9	9	44.3	29.7	6.5	2.4
9	34	13	21	38.0	26.9	10.5	2.6
10	38	11	27	36.4	20.9	11.2	4.3
11	24	7	17	38.8	21.7	7.6	4.3
12	6	3	3	41.7	18.8	2.0	7.3
Total	150	45	105	43.2	30.2	52.7	3.5

Table 2
Number of Pupils Served by Grade and Ethnic Origin, and
Percent of Minority Pupils Served by ND Program

Grade	Pupils Served	Non Minority	Black	Spanish	Oriental	American Indian	Percent Minority Pupils
1	1	1	0	0	0	0	0.0
2	2	1	1	0	0	0	50.0
3	3	3	0	0	0	0	0.0
4	3	2	1	0	0	0	33.3
5	8	7	1	0	0	0	12.5
6	6	5	1	0	0	0	16.7
7	7	3	4	0	0	0	57.1
8	18	8	9	1	0	0	55.6
9	34	18	14	1	1	0	47.1
10	38	20	17	0	1	0	47.4
11	24	12	12	0	0	0	50.0
12	6	3	3	0	0	0	50.0
Total	150	83	63	2	2	0	44.7

Appendix

Department of Evaluation Services
ECIA Chapter 1, Orphaned, Neglected and Delinquent Project

PUPIL DATA FORM

Teacher Name_____ Institution_____

Pupil Name	Gr.	Sex	Race	Date Entered	Date Ended	Total Days Enrolled	Total Days Attended	Hrs. Sched. per Week
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

Race Code:
1 Non Minority 2 Black 3 Spanish 4 Oriental 5 American Indian

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